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ABSTRACT

This document reports on a seminar held in Bangkok, 1980, to examine the creative thrusts made in Asia and Oceania in the recent past toward relating educational roles and preparation of educational personnel to the accelerated pace of changes in society and educational systems. The seminar was attended by 15 participants from 14 countries: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Malaysia, Nepal, Pakistan, the Philippines, Korea, Viet Nam, and Thailand. The report first discusses socioeconomic changes in the region. In many countries unemployment and under-employment have been endemic. An important development in the region is the increased participation of women in national life. The second topic discussed is new educational approaches. The response of the education system to the problems of providing relevant education has been twofold: decentralization of the development of curricula and the emphases on work-oriented education. The next topic discussed is personnel requirements, profiles, and training. New directions in personnel training and the monitoring and evaluation of educational changes and programs are discussed. Appendices include the conference agenda, list of participants, and the seminar's inaugural address. (Author/RM)

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NEW PERSONNEL PROFILES

in Relation to Changes in Society and Educational Systems

Report of a Regional Seminar
Bangkok, 14-21 January 1980

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Chapter One

INTRODUCTION

Mankind is passing through critical times. The growing population, recurrent food shortages, energy crisis, environmental pollution and economic and social disparities are some of the problems which require creative responses. To save mankind from catastrophe, there is need for urgent action to narrow down the gap that exists between industrially advanced and developing nations, to prevent indiscriminate consumption of non-renewable resources and to control and deal with the problems of unchecked population growth and environmental pollution.

Several studies have revealed that:

a) the current crises are not temporary, but rather reflect a persistent trend inherent in the historical pattern of development;

b) the solution of these crises can be achieved only in a global context with full and explicit recognition of the emerging world system and on a long-term basis; this would necessitate, among other changes, a new international economic order and a global resources allocation system;

c) the solutions cannot be achieved by traditional means confined to an isolated aspect of the world system, such as economics; what is really needed is a complete integration of all strata in our hierarchical view of world development - that is, a simultaneous consideration of all aspects of mankind's evolution from individual values and attitudes to ecological and environmental conditions; and

d) it is possible to resolve these crises through co-operation rather than confrontation.

Individual and social values and attitudes are important in developing worthwhile strategies to deal with the above problems. The following seem to be important in developing a global ethic:

a) A world-wide common consciousness must be developed, through which every individual realizes his role as a member of the world community. It must become part of the consciousness of each person that the basic element of human co-operation and hence survival is moving beyond the local level to the world community of nations;

b) A new ethic in the use of material resources must be developed which results in a style of life compatible with the oncoming age of scarcity of raw materials. This will require a new technology of production, based on the economical use of natural resources combined with such efficient structural design and utilization of substitute materials that would not affect the quality and durability of the products. One should be proud of saving and conserving materials rather than of discarding and destroying them;

c) An attitude toward nature which is based on harmony rather than conquest must be developed;

d) If the human species is to survive, people must develop a sense of identification of the needs of future generations and be ready to impart experiences to the next generation - for their own benefit. If each generation is self-centred, *homo sapiens* is as good as doomed.

Education has to play an important part in all this. The changes in social and individual attitudes require a new kind of education: an education geared to the twenty-first century rather than to the twentieth century. It is not too early to inaugurate the necessary changes. The second report of the Club of Rome has stated: "Children starting first grade today will hardly become real operating members of the society before the year 2000. The twenty-first century is not very far away when one thinks in terms of basic education."

There is an evident and urgent need to review and prepare for the future, and the first step towards this end is to document, synthesize and reflect the impressive array of creative thrusts made in Asia and Oceania in the recent past for relating educational roles, and preparation of educational personnel, to the accelerated pace of changes in society and educational systems. Unesco decided, therefore, to convene a seminar of knowledgeable persons from the institutions involved in research and development in this area within the framework of the Asian Programme of Educational Innovation for Development (APEID).

The seminar was held in the Unesco Regional Office in Bangkok on 14-21 January 1980. In preparation for the seminar, national studies were contracted in India, Nepal, the Philippines and the Republic of Korea. In addition, Australia made available a special paper. These formed the primary documentation for the seminar.

The seminar was attended by 15 participants from 14 countries, one each from Afghanistan, Australia, Bangladesh, India, Indonesia, Islamic Republic of Iran, Japan, Malaysia, Nepal, Pakistan, the Philippines, the Republic of Korea and the Socialist Republic of Viet Nam, and two from Thailand. In addition, two experts, one each from the United Nations Asian and Pacific Development Institute, Bangkok, and from the National Institute of Development Administration, Bangkok, attended as observers. The

The participants represented diverse, interdisciplinary backgrounds and came from several of the agencies concerned with teacher education, educational planning, management and development administration, rural development organization and university grants commissions in their respective countries. Annex II gives the names of those who participated in the discussion.

The seminar addressed itself to the following objectives:

- To review and analyse national studies on identification of the nature and characteristics of socio-economic, cultural and other changes, both planned and unplanned, which have implications for education;
- To consider national experiences on alternative mechanisms for monitoring changes in educational systems in relation to changes detailed in the objective above;
- To suggest alternative mechanisms and techniques for adjusting educational structures, strategies and techniques to new demands, and for preparing new profiles of teachers; [redacted] and for promoting innovations in methods and contents of the training/retraining of teachers.

The meeting was inaugurated by H.E. Dr. Kaw Swasdi Panich, Minister of Education, Government of Thailand. In his address, Dr. Kaw laid emphasis on the new roles and functions of education and educational personnel which were a key to the world's future. He expressed his appreciation that the regional seminar would review and analyse changes that are taking place both in the socio-cultural context and in educational systems.

Mr. A. Chiba, Director a.i., welcomed the participants on behalf of the Unesco Regional Office.

In the plenary session, the agenda (which appears in Annex I) was formally adopted. The following officers were elected:

Chairman	:	Tan Sri Dato' Haji Murad Mohd. Noor (Malaysia)
Vice-Chairmen	:	Dr. Minda C. Sutaria (Philippines) Prof. K.A. Latif (Bangladesh)
Rapporteurs	:	Prof. E. Scott (Australia) Dr. T.N. Dhar (India)

Dr. H.K. Paik (ACEID), acted as Secretary of the seminar.

Since it was felt that some areas required deeper study and discussion, three groups were constituted for the following:

Group A	:	New profiles of teachers and their training
Group B	:	New profiles of personnel concerned with education excluding teachers but including university teachers

New personnel profiles

Group C : Monitoring and evaluation mechanisms and processes

Annex III gives the composition of the Groups.

The draft report was considered and adopted with modifications in the plenary session held on 21 January 1980.

Chapter Two

NATURE OF SOCIO-ECONOMIC CHANGES

The countries of the region present varied patterns of socio-economic development. This variety is particularly evident in economic development. Although difficult to categorize, one could arrange these countries on a sliding scale. At one end of the scale would be the most highly industrialized nations, on down to the least industrialized countries, where effort at infrastructure development has only recently been initiated.

Such categorization is nevertheless misleading. For one thing, it assumes that nations are either uniformly developed or developing. This is not the case. Within countries, substantial disparity prevails in the level of development. For instance, in many countries highly industrialized areas exist side by side with localities categorized by mass poverty and deprivation. In fact, as in the case of countries, regions within a country can be arranged on a continuum of economic development.

Although culturally different, and also different in the levels of economic development, the nature of socio-economic changes which are taking place in countries of this region, is remarkably similar - pointing significantly to the fact that change is universal and overtakes people and countries with considerable rapidity.

To predict change and, therefore, to prepare for it is not always possible. For one thing, certain changes take place at such a slow pace as to be imperceptible; for another, appropriate mechanisms to monitor change and its rate are not yet available. And since a myriad of individual and institutional decisions and choices is involved, even planned change may lead to unforeseen consequences. The national studies commissioned by the Unesco Regional Office, and the discussions among the participants, have nevertheless revealed that in many countries of this region problems of social concern are identical - although there may be considerable variation in their nature and intensity. This section of the report discusses some of the concerns and efforts that are on their way to meeting, or are contemplated to meet, the problems that have arisen.

Wherever countries of the region may be in terms of economic development, there is a growing conviction that models of growth with emphasis on gross national product and its rate of increase, which have governed the investment policy, have failed to ameliorate deprivation which characterizes a large segment of their population. These models, often advocating investment in capital - intensive industry and picking

up growth centres for their supposed radiation effect, have neither helped in making a dent on the endemic problems of unemployment and under-employment nor reduce large-scale disparities that have come to prevail. In fact, disparities have been accentuated.

The fruits of development have not percolated to the bulk of the people in many of the countries. In many cases, economic power - and consequently social and political power - have come to be concentrated in such hands as those of big landowners and large business houses, many of which continue to be controlled by multi-national corporations. Since the bulk of the people have not benefited from the massive development effort, their commitment to and stake in the political, social and economic systems is gradually eroding. The forces of disruption, although dormant, are already visible and management of conflict - of increased trade union activity, of agrarian unrest, and of student agitation has emerged as a major activity of the political system.

Industrial growth, concentrated either in a few selected centres, or dispersed, has resulted in the emergence of problems associated with unplanned urbanization, fast depletion of non-renewable resources and environmental pollution. One of the national studies has forcefully, albeit poetically, pointed to the growth of metropolitan cities resulting in "blue skies, bright sunshine, the fresh green of forests and the babble of brooks (being) buried in the dust of sprawling cities." What is true of Tokyo in Japan is true of Calcutta in India, Seoul in the Republic of Korea, Kuala Lumpur in Malaysia, Karachi in Pakistan and Bangkok in Thailand. Although somewhat less intense in other countries of this region, major cities like Kathmandu in Nepal, Kabul in Afghanistan and Dacca in Bangladesh are fast exercising a gravitational pull for people from the countryside in search of gainful employment and excitement that cities are perceived to offer.

The unplanned growth of cities has placed virtually insurmountable difficulties in the way of providing basic services and amenities of the requisite standard to a large segment of the inhabitants. In countries where jobs are scarce, the continuous trek to urban centres in search of gainful employment has not only created slums but also resulted in stripping the countryside of its experienced people without whom many programmes of community development are becoming difficult to undertake.

Values and life patterns have tended to disappear without being replaced by a new set of values which would give stability to relationships have become characteristic of the social milieu in metropolitan towns. Many present day city dwellers seem to live a purposeless and fragmentary existence. Commenting upon the implications of rapid transition from a traditional to a modern industrial type of society, one of the country studies states:

> *By implication, there are certain forces at work that are rendering previous social arrangements continually unworkable, creating 'strains' in the articulation and workings of the systems, presenting crucial alternatives*

to participants on an individual, group or institutional level. All of these mean change, and change involves the family and broadly the society. Most of these forces are automatic processes let loose by world-wide shifts, largely western in origin and summed up by related concepts such as urbanization, industrialization, differentiation or specialization of societal parts or functions. These trends impose new imperatives for the social system and its culture and suggest adjustments needed in the educational system.

The philosophy of consumerism, coupled with a lack of concern as to the consequences of the application of newer technologies to production processes, is posing a serious threat to the very survival of mankind. Depletion of non-renewable resources and the pollution of the atmosphere and rivers have emerged as major social concerns of the century. In many countries, where pollution of the physical environment is accompanied by pollution of the social environment - depravity and destitution for instance - the need for creative responses has become a matter of great urgency.

Many of the economic and social problems can eventually be traced to unchecked population growth. The countries of this region may be broadly categorized into those where pressure of population is confined to selected metropolitan areas and those where such a pressure is universally characteristic of the socio-economic situation. For instance, while in some countries, population-related problems are confined to urban and industrial centres, in others, population continues to grow much faster than the means of meeting even the essential needs of this growing population. With growth heavily loaded towards economic development without concern for fair distribution of benefits, it is no wonder that a large mass of the people continue to live below the poverty line. Since growth of population makes it necessary to provide basic essential needs, even at a sub-standard level, capital investments leading to further growth are difficult to come by. Thus, many of the developing countries are caught in the vicious cycle of low investment, low growth rates and reduced capacity to save for investment for production purposes.

In many countries of the region, unemployment and under-employment have been endemic, resulting from over population and scarce resources, and the resulting incapacity to create gainful employment for all those who enter the labour force.

In some countries, reliance on capital intensity and automation has thrown many people out of work. In at least one country, where various forms of financial assistance are available, many a young person finds it more advantageous to remain unemployed. In the absence of retraining facilities, many people, although willing to work, now posses skills which are obsolete and no longer in demand.

In countries ravaged by war, the crucial problems are those related to reconstruction and infrastructure development. In them, as in others, national integration and development of a national identity

have become major social and political concerns. This is also to a substantial extent true in the case of countries where ethnic religious and linguistic plurality prevails. Whereas the question of national integration has assumed importance, there is also an incessant effort to develop mechanisms which could establish a universal brotherhood and solidarity of mankind.

The advances in scientific and technological knowledge have been considerable and all-pervading. While the application of new knowledge and techniques without concern for consequences has resulted in environmental pollution, it has opened up new vistas for mankind: indeed mankind now has the technological capability of solving many of the problems besetting it. The revolution in communication technology has made it possible to reach vast numbers, particularly those who may be living in isolated communities. Integration of these people with the main stream of national life has become possible, and their meaningful participation in national affairs is now no longer left to the sporadic efforts of political parties.

The emergence of potent means of mass communication has also created an awareness among people and raised their aspirations for improvement in social status. Although creating short-run problems in meeting demands of new groups in a situation of large-scale scarcities, these expectations have nevertheless created a motivation for self improvement. The questioning of existing social and economic arrangements, which have led to islands of plenty amidst seas of poverty, has highlighted the need for more equitable distribution of economic and social gains. This is an enormous and urgent-task.

An important development in this region is the increased participation of women in national life. Although the rates vary among the countries, and although this may be a result of the economic necessity of augmenting family resources, there is growing pressure for according an equal status to women. For education in particular, this has resulted in a great fillip to the effort to promote education of women. The statement that 'if you educate a man, you educate an individual but if you educate a woman, you educate the family' has assumed great significance. It has led to suitable policy and programme formulation.

The socio-economic changes discussed above have largely occurred over time. However, there are also numerous instances which have occurred more rapidly in response to political events.

Chapter Three

NEW EDUCATIONAL APPROACHES

The diversity of socio-economic developments and the rapidity with which some of them have taken place have led to a rethinking of the development strategy and a reappraisal of the educational approaches. In most of the developing countries of the region there is disenchantment with the old models of economic development. A growing disillusionment with large-scale use of technological processes without concern for their consequences has become visible. The new approaches and strategies that can be adopted to ensure the continuing survival of mankind and to provide a minimum quality of life for those vast masses whose lives have remained untouched by economic growth have also come to be increasingly debated. Although many of these approaches are outside the purview of the education system, as they have implications for educational approaches to be adopted, brief discussion of them is in order.

A shift in the overall development strategy is being advocated in many of the countries of this region. The sixth five-year plan (1978-83) of a country provides an illustration of this shift. Realizing that past models of economic growth have not been adequate to reduce mass poverty, unemployment and under-employment, and imbalances among regions and groups, the plan visualizes a restructuring of the pattern of investment in favour of rural areas, agriculture and supporting services and small-scale and cottage industries. A number of articles of daily use have been reserved for manufacture in small-sector establishments. District industries'centres have been established to promote district-based industrial development so that gainful employment opportunities are created at levels where they can be taken advantage of.

Integrated rural development has emerged as a major goal of governmental effort in most countries. In one of the countries, one-third of the districts have been identified for special assistance. The satisfaction of basic minimum needs, particularly of the rural poor, has emerged as a major goal of the development effort. Agrarian reforms conferring ownership rights to the tillers of the land are being pursued with vigour. The involvement of people in the decision-making process has led to a change in planning methodologies. Instead of being centralized, the effort now is in the direction of involving people at the grassroots level in the planning processes. It is expected that their participation will not only help the formulation of programmes which meet the urgent needs of the people but will also ensure the implementation of the development plans.

New personnel profiles

Although somewhat belatedly, education has begun to respond to the emerging socio-economic changes. The concern about 'relevant' education stems from the realization of the instrumental value of education in providing knowledge, promoting attitudes and developing skills which the present and the future generations will require to cope with the present and the emerging situations. Education for the sake of education, although still valid, is gradually being supplanted by education incorporating productive work.

An important realization in educational circles is that education is a lifelong process rather than being a 'single-shot' affair. Four principal factors account for this: a) the realization that the complexities of the modern world will not allow an educational institution to produce a finished man within a short span, b) that knowledge and skills now tend to become obsolete almost as soon as they are learnt, c) that the nature of problems that an individual is likely to face tomorrow may be different from that of problems to be faced today, and d) that knowledge is growing at a faster rate and it will never be possible for anyone to gather more than a part of it in an educational or training institution. A national study succintly points out that it is "impossible to provide the necessary knowledge for a whole lifetime in the limited period of school education". The study, therefore, emphasizes the need for guaranteeing lifelong education "by means of national policy and the opportunity for all citizens to study and learn throughout their life".

The essential need for organizing lifelong education, at least to remove obsolescence, for equipping the future generations for a world characterized by rapid change and the difficulty of keeping up with advances in knowledge have led in most countries to an evaluation of what educational institutions should aim at. Instead of bloating the curriculum with a view to providing information, the trend is towards "providing basic concepts and principles" and the development in students of the capability to learn on their own. The emphasis advocated, for instance, in a national study is "with ways and means of making individuals more discerning in their perceptions and reception of information so that they will be able to sieve the grain from the chaff" for, "the need for rational and discriminative thinking will become increasingly important", particularly "as the techniques of behaviour modification and mass persuasion become more sophisticated".

Partially, in response to the increasing concern with distributional justice and partially in response to rising expectations among the people, the equalization of educational opportunities has emerged as a major programme in developing countries where, so far, large segments of the population have remained outside the reach of education. The response to the education of the hitherto neglected areas and underprivileged sections of the population has been manifold. First, large-scale expansion of the education system, particularly of the first level, has taken place or is planned for. This is a facet of educational development which has been well documented in national and international studies.

Second, and more importantly, expansion plans have led to a critical appraisal of the formal system which does not seem to respond adequately to the motivations and needs of a large number of non-attending children. In countries where, for socio-economic reasons, children of school-going ages have to engage in economic activities or domestic chores in order to free their parents to work, non-formal part-time education, provided at a time convenient to children and parents, has emerged as a major strategy to equalize educational opportunity.

One of the country studies provides a major illustration of this approach. Of the 32 million more children of the age-group 6-14 to be brought within the fold of education during 1978-83, half - or 16 million - are to be covered under non-formal education programmes. Since the clientele is diverse in educational attainment, age cohorts and motivations (for instance, those having dropped out of the system after first or second grade or those who have never been to school or girls whose motivation for education may be different), a variety of models are being implemented in the country. Under one of them, the five-year school curriculum has been condensed, by emphasizing the essentials, so as to help the child receive "five years' schooling" in two years. In the Integrated Child Development Services, the approach, suitable particularly for the girls, advocates building of content around skills required for baby care, nutrition, family planning, home craft and so on. In another model, which has been developed around a carpet weaving industry, education is provided in relation to the occupation in which the child and his family are engaged.

A major problem, particularly in respect of the condensed courses model, which aims at helping the child to enter the formal system after two years of education, is the one arising from the equivalence of the educational programme of the non-formal centre with that undergone by a student in the formal system. To ensure equivalence, the entry requirements of the formal system are being modified to allow multi-point entry on the basis of competency tests. The experience so far, although very limited, is that students, coming from the non-formal, perform in the formal system as well as the full-time students.

Non-formal education of adults, both as a support to universal elementary education as well as providing for the occupational and other needs of adults has also been developed as an alternative strategy in most countries of the region. In so far as non-formal education is organized within a framework, it is distinct and different from informal education which is incidental and directed to no specific purposes. In countries with a large illiterate population, the teaching of basic skills of reading, writing and counting form the major concern of adult education activities. To ensure the adults' motivation for education, their occupational and social concerns provide the foci round which the programmes of adult education centres are built.

Democratization of education has brought to the education system a clientele whose expectations of the system are qualitatively different from the roles that education has traditionally been expected to perform.

Education for them is not an intellect-sharpening exercise but, rather, utilitarian. Instead of asking what education will make of them, they are asking how education can help them in functioning as productive members of the society. The movement emphasizing 'relevant' education has its genesis partly in the failure of the system to meet the differing needs of different groups and partly due to mismatch between the supply of and demand for educated and trained people. In many of the countries, the education system has been producing students with few skills or with skills for which demand does not exist.

The response of the education system to the problems of providing 'relevant' education has been two-fold: decentralization of the development of curriculum in relation to the needs of specific communities and the emphasis on work-oriented education. Although they continue to be centrally determined, efforts are under way to develop mechanisms and procedures for the decentralized development of curricula which suit students of varying socio-economic backgrounds. The UNICEF-assisted experimental project in one country aims at "curriculum renewal in relation to the environment of the learner and the developmental needs of the community". The project is still in its experimental phase although experience so far warrants its further expansion. How far the results of this experimental approach will help in adoption of this process on a statewide scale is, however, yet to be seen.

While it is agreed that it should be developed in relation to the requirements of individuals and specific communities, uniformity in curriculum is considered to be essential from the point of view of promoting national integration and consciousness of national identity. The trend to develop a core curriculum, allowing at the same time local variations, is an illustration of this concern. In response to these requirements, syllabi and textbooks are undergoing substantial review and revision and new instructional materials are being developed. In some countries, the government provides assistance to universities to develop reading material in the language of the country.

An innovative approach being considered and developed in some of the countries, particularly in view of the need for individualizing learning, is that of developing a curricular programme which meets the minimum learning needs of the students. This effort in one of the countries is characterized by what is termed as "return to the basics", emphasizing "a) mastery of basic learning-to-learn skills or the traditional three R's, b) emphasis on learnings which are requisite to the mastery of complex learnings, and c) all learnings, especially values, necessary for effective participation in the basic social processes." In another country, instead of specifying learning "in terms of syllabi and subject, an attempt has been made to identify the minimum learning competencies that elementary school should help children to develop." These competencies provide a common basis for developing a variety of local specific curricula to suit the needs of diverse groups of children living in various parts of the country.

Curricular revision in most of the countries also reflects the social concerns which have emerged. These include, among other things, concern with unchecked population growth, problems posed by pollution of the environment, incorporation of materials which are likely to develop value orientations among students, and so on. Instead of developing specific courses, the strategy generally has been the modification of the existing syllabi and courses. For instance, the courses in social sciences now include materials which inform students of the adverse effects that over-population has on the consumption levels and general welfare of the people. Similarly, courses in biology provide for information on the desirability and methods of regulating fertility. In the area of value orientation, attempts are being made to identify a cluster of values which need to be inculcated within the context of the socio-cultural milieu.

The increasing participation of women in economic in social life in general and in the education system in particular, has led to an appraisal of the curricular and co-curricular programmes of educational institutions. Efforts are under way to develop special disciplines which are expected to meet the specific roles that women are expected to perform as mothers. They include, among others, home craft, nutrition education, child care and so on. The demand for equal status of women has also led to a more critical scrutiny of the syllabi and textbooks in vogue in educational institutions. In countries where social prejudices prevent girls' attendance in mixed educational institutions after they reach a certain age, girls' schools and colleges are being established in increasing numbers. Special efforts are also underway to augment the supply of women teachers. These and other measures are gradually helping to remove the obstacles which have prevented girls from continuing education for careers.

The need to relate education to the requirements of economic development, either in the form of developing useful skills on the part of the people or in training high-level manpower, has come to be increasingly stressed. In addition to developing specific skills, effort is under way to make some form of productive work as an integral part of the curriculum.

In one country, the students, along with the staff of the schools, undertake socially useful productive work as an integral part of their curriculum. This is one form of linking the school with the community: the school is able to identify itself with community while contributing to its developmental efforts.

In another country, there is increased emphasis on the development of productive or employable skills through work-oriented curricula. There is "more stress on its food production programme which is tied up with its nutrition programme, and given a boost to its Earn-While-You-Learn scheme at all levels including non-formal education".

In the context of its integrated rural development, in one of the countries the planners are considering whether at the local community level, where it provides the only institutional infrastructure, elementary

(primary) school will not provide the institutional mechanism for launching a multi-pronged effort for all-sided development. The village school could be thought of and developed as the focal point for promoting development in agriculture, local crafts, nutrition, health and environmental sanitation. This could be done if the development departments with extension wings could "think of the local school as a viable and important medium through which improved practices could be demonstrated".

Vocationalization of education, aiming at the provision of vocational training as an integral part of the general system of education, has been launched in one country as a major ingredient of the package of educational reforms. Vocational courses, of varying duration, are being organized on the basis of surveys of skills required in existing and emerging occupations. The primary purpose is to train students as middle-level personnel in areas where training facilities are either non-existent or inadequate. A large number of occupational areas have been identified and courses organized for training students who have completed ten years of general education. With the restructuring of investments in favour of agriculture and district-based industrial development, these courses are being related to new job opportunities that are expected to be created.

Since the number of job-seekers entering the labour market is likely to be so large that, despite large investments, the organized sector will not be able to provide gainful employment to all of them, it is realized that the educated would have to think increasingly in terms of self-employment. The main concern of the educational planner at the moment is to design programmes which will not only provide relevant knowledge and training but also build attitudes that are essential for self-employment. The experience of entrepreneurial development programmes, implemented as part of the special employment scheme undertaken in the country, is being evaluated to develop worthwhile programmes.

The programme of vocationalization is also being introduced at the third level of education. Courses like journalism, commercial practice or insurances have been introduced, on an experimental basis, in a few institutions of higher education. The objective here is to provide training to college students so that they are able, on graduation, to earn their living rather than remain unemployed for a long stretch of time.

In most countries of the region, systematic effort to harness mass media of communication for educational purposes has yet to be made. There is, however, concern about the "rapid invasion of school education by educational technology as a result of the strong initiative of the educational machinery industry". The inherent limitations of the school system to compete with mass media in provision of information have been brought out in a national study thus:

> In the case of television, the knowledge of specialists in all relevant fields is collected, the programme to be produced is carefully considered by staff personnel over a long period of time, and all necessary materials, data and visual aids can be easily provided. This can hardly be

expected of the school teachers, and to make matters worse, the instructors appearing on educational television programmes are often more competent than the typical school teacher.

In one of the developing countries, experimentation with educational broadcasts and telecasts and satellite instructional television (SITE) have demonstrated that these media can be profitably used for providing useful information. In the SITE experiment, information on health, agriculture and other problems of concern to the rural areas was provided via the satellite to 2,400 villages, representing a diversity of socio-economic characteristics, and it was demonstrated that it would be possible to educate large numbers without necessarily depending upon traditional modes of teaching. As part of this experiment 24,000 teachers were provided in-service training by using a multi-media strategy including television and radio-lessons, explanations by teacher educators and correspondence lessons.

The country studies and the discussions revealed a growing concern with the quality of education that is being made available. A country study reported that "there is solid basis for the claim that the number of of students unable to complete all the materials in required courses accounts for 30 per cent in elementary schools, 50 per cent in junior high school and 70 per cent in high school." There is therefore, the concern with "thriving schools, perishing education." In developing countries the holding power of the school is sub-optimal; a large proportion of the children drop out of the system before completing basic minimum education which would provide them with knowledge and skills for productive citizenship. While resources constraints may be important, relevant approaches for enhancing the quality of education are being worked out.

Chapter Four

PERSONNEL REQUIREMENTS, PROFILES AND TRAINING

New educational approaches made in response to socio-economic conditions are, in the main, formal policy decisions taken by governments or education in departments. When such policy decisions are translated into action, they inevitably have implications for teachers, supervisors, administrators, teacher educators or trainers, and other education personnel. Teachers may be required to gain new skills, supervisors may be required to assume new roles and teacher educators may need to design new training syllabuses. In some cases, new education personnel (e.g. teacher aides, school counsellors, curriculum consultants) may have to be recruited and trained.

In some situations, because of the manner of proceeding, the full implications of implementing new education initiatives may not be appreciated, thus leading to a failure to achieve the policy objectives. When this happens, the system may have to take corrective action, such as modifying the proposed changes or abandoning the programme - any of which are demoralizing to personnel and weaken public/community confidence in the education system.

If the implications of proposed policies are carefully studied, before the policy is put into action, appropriate preparation can be made and a smooth transition achieved. The extent to which this results will depend upon the quality of planning and effective monitoring of the change.

Several examples of national responses involving initiatives in education policy may be given. First, the oil crisis, of recent origin, is common to many nations. In one country, besides the government putting heavy emphasis on energy conservation and production, the education system is actively supporting the government's job - creation programme - a measure to ease anticipated economic depression brought about by the oil squeeze. The schools have placed unprecedented stress on the development of productive skills and on the generation of income through Earn-While-You-Learn projects at all levels, including non-formal education. This adjustment in the curriculum has given rise to the need for teachers to assume an additional role for which they were not originally trained (i.e. productive skills training) thus necessitating a teacher retraining programme and the preparation of vocational teachers. But, in addition, in that country, the Ministries of Education and of Labour are collaborating with vocational teachers in manpower training.

New personnel profiles

A second example is the case of a country where political events led to democratization, which in turn led to emphasis being given to agricultural development, the extension of communication systems and the generation of a tourist industry to raise the economic condition of the people. These social and economic activities necessitated the development of a National Education System Plan aimed at developing a literate nation and, in particular, learners with an impetus to work and with a respect for labour. The initial action taken to achieve these objectives was the establishment of a special Task Force to investigate the problems of education in the nation and to draw up a national plan of education to overcome prevailing shortcomings. The Task Force reported that education policies and objectives were not well defined and were unrelated to the aims and objectives of the national plan and were not work-oriented.

Such an initiative has led to the inclusion of work-based curricular activities from the primary level and the introduction of pre-vocational and vocational subjects at the lower secondary and secondary levels. Priority has been given to the development of curricula, teaching methods, training of teachers and the institution of an effective supervision and administrative system to ensure that the education system is complementary to the overall national strategies. In the process, personnel roles were identified and defined for teachers at all levels - supervisors, curriculum specialists, teacher educators, research personnel and administrators, together with their training specifications.

In a third country, faced with internal inequalities in terms of economic conditions and levels of literacy, a policy of non-formal education for children of the 6-14 age group and for adults in the 15-35 age group has been introduced to promote education for children and adults in those groups who, for various socio-economic reasons, are unable to take advantage of the existence of the formal education system. The system of non-formal education has been implemented in various parts of the country. It is flexible in content, methods, place, timing and duration of learning.

The programme is an organized one, focussing on learners' needs and interests. Apart from the usual three R's and citizenship training, the curriculum of part-time centres, through which the programme operates, lays emphasis on the teaching of skills which a child, for example, can later use for supplementing family income. Being organized by teachers, the non-formal education programme has significant implications for teacher profiles. Thus, teachers are required to be conversant with flexible methods for handling a variety of learners with different academic attainments and differing social and economic backgrounds. They are required to develop competencies to teach both in formal institutions and non-formal education centres and to develop qualities and skills to assume leadership roles in community service. These requirements have necessitated a revision of teacher education programmes, which had become "static and rigid", to cope with the country's new national goals.

Principles for determining personnel implications

The following principles are offered as guidance to systems for determining personnel implications of proposed education initiatives. The principles will assist in obtaining appropriate responses to four broad questions at the outset: For systematic planning, these questions should be answered in sequence as answers to earlier questions should be taken into account in answering later questions.

a) What are the specifications for change implicit in the policy decision?

b) What new tasks must be performed to achieve the change specifications?

c) What are the new profile requirements for personnel engaged in implementing the policy? and

d) What are the training requirements for achieving the new personnel profiles?

Change specifications

It is suggested that proposed education responses to particular socio-economic conditions should specify, as part of the policy:

a) the precise nature and objectives of the response;

b) the scope of the proposed response - regional or national;

c) the level to which the response is directed - i.e. one or more of primary, secondary, tertiary; and

d) the time scale for achievement.

Task analysis

The next step suggested is to make an analysis of the policy specifications to determine a) who must be involved in bringing about the proposed changes (e.g. some or all of administrators, supervisors, teachers, teacher educators/trainers, support personnel); and b) what tasks each will be required to undertake. At this stage, based on known manpower resources, it should be obvious as to whether planning should or should not proceed, or should proceed on a limited scale.

To achieve greater community involvement in, and greater teacher commitment to, the education process, it is recommended that the task analysis be undertaken by a committee representative of administrators, supervisors, teachers, teacher educators and community representatives.

Personnel profiles

The next step suggested is to specify the <u>new</u> skills and personal characteristics required by the personnel expected to undertake the tasks implicit in the proposed changes. Where new types of personnel are envisaged (e.g. teacher aides, curriculum consultants) decisions

should be made as to the desired personal characteristics and prior experience of the persons to be trained and to the manner of recruiting such persons. Consideration may well need to be given at this stage to the effects of new role requirements on personnel morale.

The specification of personnel profiles might also be the responsibility of a committee.

To clarify this requirement, education responses which some systems have made to socio-economic conditions require teachers to involve the community more in the education process and to develop flexible teaching patterns to accommodate life-long learning. These rules may require teachers to adopt the following types of roles:

a) community mobilizer;

b) liaison person between home and school;

c) organizer of community resources for teaching;

d) planner and implementer of community education;

e) participator in curriculum decision making;

f) youth counsellor;

g) utilizer of new educational technology;

h) implementer of compensatory education programmes;

i) developer of vocational skills.

A set of suggested essential role competencies for teachers, curriculum developers, supervisors, administrators, and teacher educators follows. These sets are not intended to be definitive but emerge as competencies for the roles required by national education responses in the region to contemporary socio-economic conditions.

Teachers

Teachers should be able to:

. demonstrate competency in the subject being taught

. make rational instructional decisions

. formulate objectives for learning based on learner needs in relation to life

. develop/choose or renovate materials suited to specific objectives

. identify, organize and make available appropriate learning resources

. guide and facilitate learning

. monitor and evaluate learning progress

- instal an appropriate feedback-correction system to enhance learning
- handle individual as well as group learning activities
- individualize instruction
- motivate pupils for self-development and self-evaluation
- use methods of measurement and evaluation of pupil performance and evaluation
- promote guidance and counselling
- diagnose weaknesses and strengths and use these as a basis for planning learning experiences
- report student progress
- interact with parents and community members
- link the school with all sections of the community
- provide for self-learning
- utilize modern technology
- adopt the curriculum and materials to changing needs
- develop desirable values
- conduct research to improve teaching methods
- innovate
- operate effectively in the social milieu.

Curriculum specialists

In addition to the competencies of classroom teachers, curriculum specialists should:

- have a good knowledge of the learning process
- have a good knowledge of the learners
- be skilled in the methods and techniques of planning curriculum, course units and lesson plans
- be able to develop various kinds of materials to be employed in the instructional process
- be able to develop systems for evaluation
- be able to evaluate learning systems, course contents and curricula
- be able to study different aspects of the community and reflect the significant elements in the curricula
- have skills for organizing group sessions, seminars and workshops for teachers and other educational personnel
- make continuous evaluation and assessment of curriculum development and, on the basis of such data and feedback, be able to improve and modify the curriculum

- have skills in the development of compensatory education methods
- be able to develop materials addressed to students of varying abilities, aptitudes and interests
- be able to develop curriculum methods and materials which can be used for counselling and family school welfare activities as part of the total teaching-learning process
- be aware of new educational technologies and be able to incorporate them for use in appropriate curriculum and instructional areas
- be competent in the methods and approaches of community surveys and needs-assessment and be able to interpret and utilize such data in the development of curriculum materials
- be skilled in testing and validating, particularly methods and materials which are community oriented
- be competent in making vocational needs surveys and assessments and in using the information thus gained for designing appropriate curriculum specifications, materials and instructional methods
- be competent in informing the public and the related agencies of educational programmes, objectives and methods employed in the educational programmes
- be able to enlist the support of various agencies in areas of mutual concern
- have perseverance for initiating and supporting pilot and experimental schemes and, on the basis of experiences from them, be able to modify and improve the on-going educational programmes
- be able to some degree to visualize the future roles that children will be called upon to play in an ever-changing society
- be able to organize curriculum in terms of an integrated programme which provides for meaningful educational activities, rather than in terms of disciplines and content
- have a solid foundation in suitable learning situations and experiences that promote the development of moral and spiritual consciousness leading to social solidarity.

Supervisors

Apart from the competencies of classroom teachers, supervisors should:

- be skilled in undertaking independent investigation regarding problems and deficiencies of teaching

- be able to involve strategies for improving specific skills of teaching in a way that removes the identified problems and deficiencies
- have sympathetic understanding of the teachers they work with and be willing to help them improve their quality
- be able to formulate supportive measures that involve administrative deliberations.

Teacher educators

Besides having the competencies of both teachers and supervisors, teacher educators should:

- be able to carry out research involving student teachers in their quest for new teaching techniques on the basis of up-to-date pedagogic theories
- be able to organize seminars, workshops and practice teaching so that theoretical preparation can be reinforced by first-hand experience with pedagogic situations and vice versa
- have a systematic understanding of classroom situations likely to confront their students
- be willing to undergo in-service training for self-improvement and co-operate with other faculties and administrators within and without the institution in the effort to improve the teacher training system.

Educational administrators

Educational administrators should:

- be able to interpret the implications of social, economic and cultural settings into educational objectives and policy measures
- be able to marshal material resources, techniques and information into a systematic effort to help the educational system attain its objectives
- be able to apply modern management techniques to school and classroom management and other supporting components of the educational system
- be skilled in planning for educational innovations in a long-term perspective
- be able to synthesize scientific findings and incorporate them into actions leading to growth of the educational system in its capacity to cope with problems.

New personnel profiles

A vital general comment should now be made. The effectiveness of people in filling new roles depends not only on knowledge and skills germaine to the role, but perhaps even more on the personal attitudes and moral qualities of the teacher. Since what is learned is often not what the teacher says and teaches but what the teacher does and how the teacher behaves, personal attributes merit attention.

A deep, personal commitment to teaching is essential to ensure the teacher's continuing interest in the development of pupils - and in the pupils' home and community, which also influence their growth and development. Since the teacher's main task is that of stimulating individuals to learn, it is imperative that the teacher recognize the dignity of every individual, believing in the ability of each to improve.

Since the teacher will need to marshal all mediators of learning, in the school and in the community, the teacher must be socially competent - to be able to communicate and interact with all kinds of people there. To cope with the changing directions and emphases of the school system, the teacher must be open-minded, flexible, creative, innovative, resourceful and intellectually curious.

To perform effectively new roles as they are required, in addition to traditional teacher roles, the teacher must somehow remain stable in an increasingly unstable world. This will require moral conviction, lofty ideals, personal pride, confidence and integrity, and a capacity for continuing self-diagnosis and self-renewal.

Training requirements

Specification of the personnel training requirements is essential for effective implementation of the proposed system response. Decisions in this area (which, it is suggested, might be made by administrators, teacher trainers, and representatives, where appropriate, of the particular category of personnel) will probably be influenced by the achievement priority attached to the system response or policy, and by the likely availability of resources (such as syllabus statements, teaching materials, teacher education expertise, manpower, physical facilities and finance).

The decisions to be made will need to take into account:

a) the types or categories of personnel to be trained (e.g. teachers, administrators or specialists);

b) whether (in the case of teachers) the new requirements of training should be part of pre-service or in-service training;

c) the syllabus of training required for the new roles;

d) whether the training (in the case of all personnel other than beginning teachers) should be by withdrawal for short periods to attend seminars or courses at a training centre, by regional seminars or workshops or conferences, or by in-school (or in-work) training by visiting consultants or advisers; and

e) techniques for determining competence in i) teaching the skills required by new roles by the teacher educators, and ii) the learning and practice of the skills by the appropriate personnel.

Where curricula and syllabus materials for personnel training in the new roles are not available, training (and hence policy implementation) may have to be delayed until such curricula and syllabus materials have been developed. Where teacher education expertise for training personnel in their new roles is not available, it may be necessary to design programme to train them - possibly supplementing national resources with invited overseas consultants. But, again, introduction of the proposed changes would need to be delayed.

This chapter may be concluded with the following quotation from one of the national studies:

> External and internal factors influence the training and retraining of teachers and related personnel. Elements from within the system like research, changing concepts and philosophies, technology, process skills, cognitive and affective goals, mass communication and school resources will continue to exert their pressures on each other and such pressures will affect the teachers and related personnel most, but the greatest pressures will be felt from the changes in the social milieu .... And, in view of this, there will be continuing changes in the profile of teachers and related personnel.

Chapter Five

NEW DIRECTIONS IN PERSONNEL TRAINING

This chapter attempts (where considered appropriate) to summarize current personnel training in developing countries in the region and indicate possible directions for this training. The chapter is arranged in the following sections:

- Pre-service teacher education
- In-service teacher education
- Training of specialist staff (curriculum specialists)
- Training of supervisory personnel
- Training of higher education teachers
- Training of higher education administrators

Pre-service teacher education

Guidance for preparing teachers for new roles may be derived from the need to avoid weaknesses attributed to many current teacher education programmes. Major criticisms of some contemporary programmes appear to be over-emphasis on the lecture-discussion method as the instructional strategy; failure to highlight the relevance of theory for teaching practice; teacher education curricula and syllabuses divorced from the realities of today's changes and needs; teacher education programmes prescribed by teacher educators in the absence of inputs from other relevant sources; lack of relationship between teacher educators and the student's practicum experience; evaluation of student performance in terms of academic competence at the expense of practical teaching performance.

It is suggested that the following practices (seen in some programmes in the region) might be more widely adopted, viz., widening of instructional techniques to include workshops, seminars, role playing and simulation strategies; group learning and individualized learning; involvement of students in action research; providing students with the opportunity to participate in designing and organizing their curriculum and learning strategies; regular interaction with real classrooms to interweave theory and practice; greater emphasis on experiential learning; involving school administrators, experienced teachers and community persons as well as professional teacher educators in the instructional programme; training students in minimal vocational skills through co-operation with local industry; requiring students to gain community experience by participating in community activities and

organizations - particularly through residential participation in disadvantaged areas; the use of a one-year internship for beginning teachers; greater use of experienced practising teachers to supervise students during teaching practicum; more emphasis on evaluation of student teaching performance; evaluation of teacher educators on the basis of the quality of assistance given to student teachers in the classroom.

In-service teacher education

Existing patterns

a) Organization: In most countries of the region, in-service training programmes are generally organized by teacher training institutes and supported by the government. In some countries, however, they are also organized by teachers' unions, special centres for in-service training and units or departments connected with the Ministry of Education.

b) Duration: The allotted time for in-service training programmes varies from one country to another. Generally, they range from three days to three months, but if continuing education is also considered as in-service training, then the duration can be as long as three years, or until teachers complete their professional training.

c) Purpose: All countries feel that teachers must continually 'go back to school' for additional training. Some countries use in-service training to motivate teachers to complete their studies, which automatically means better income, better chances for promotion and other benefits. A number of countries use in-service training for the dissemination of new curricula adopted by their ministries of education.

Variations in training models

There are many models for training:

a) The usual model: In most countries, teachers are invited (in some countries, they are directed) to attend in-service training programmes. The organizers are responsible for setting up the programme and for providing accommodation, meals, transportation and stipends. The academic training is carried out by experienced teacher-education personnel, experienced school teachers, administrators, supervisors, officials of the Ministry of Education and other experts as seen to be required by the programme.

b) System for central schools: The Ministry of Education in some countries in the region sets up a system of central schools, where several schools are considered to be one unit and the school easiest to reach is nominated to be the 'model school'. The model school is provided with more teachers, model libraries, more advanced school equipment and the like. The principal of this school is responsible for improving the teachers of both the model and the satellite schools. In one country, each of these satellite schools is a school of two teachers. It sends

one teacher to the model school to be trained for three days of the week, then it sends the other teacher for three days. In the second and third weeks, the principal visits the satellite school to observe the satellite teachers conduct their classes. During the fourth week, the principal writes his report and sends it to the main education office as feedback. The procedure is then repeated.

c) The mobile team: Here, the in-service trainers go to the teachers and stay at one place for a couple of weeks. This type of in-service training is usually carried out for the dissemination of new curriculum information, or new teaching strategies adopted by the Ministry of Education.

d) Correspondence, radio and television: This type of in-service training is generally used for areas which are far away from the teacher training institutes or for areas difficult to reach (as for teachers at schools high in the mountains or on small islands situated far away from the mainland). In addition to the programme being broadcast and the correspondence materials sent, the participants in the programme are expected to visit the master trainers once a week or once a month for consultations.

e) Studying for a degree: This is another popular way of raising teacher qualifications. In some countries in the region, teachers are given study leave so that they can go 'back to school' and complete their professional training. Some teachers continue doing their daily duties while following extension courses in the evenings.

f) Teaching strategies: Although in some programmes, student-centred teaching strategies are used, the predominant one is still the lecture type.

Strengths and weaknesses of present in-service training systems

Strengths: Teachers are motivated to attend in-service training. They are aware of the benefits of the training offered and, in some cases, can even accumulate credits towards a degree. At least through the present system, the further training of teachers and, in the main, the modernization of the curriculum in the interests of the community is being achieved.

Weaknesses: Some in-service training programmes concentrate on topics not relevant to the needs of the teachers. Such programmes are often poorly planned and follow-up is generally neglected. In many countries, there is no in-service training for administrators, supervisors, librarians and other non-teaching personnel. The result is often that teachers 'go' in one direction while the non-teaching personnel 'go' in another direction. In other words, in such situations, there does not appear to be any systematic co-ordination among those involved in the teaching profession. In some countries, upgrading courses are sometimes used incorrectly viz. as a tool for promotion only and not for developing teacher competencies.

Suggestions for strengthening in-service training

Suggestions for improvement of in-service training are given below:

a) The need for in-service training: Most countries believe that teachers as well as administrators, supervisors, counsellors, librarians and other non-teaching personnel involved in the educational system should receive in-service training from time to time. This training should be geared toward self-improvement, the programmes being oriented first toward the immediate needs of these personnel to function either efficiently or more efficiently.

b) Sound co-ordination: There is a constant need for programmes of in-service training to be co-ordinated in such a way that unnecessary duplication or indeed conflict in purpose is avoided.

c) Time: Many countries suggest that the long school vacation is probably the best time for in-service training, but the use of release-time is also recommended by some countries. However, to avoid disruption of the normal teaching programme of the schools, withdrawing teachers for in-service training during the school year should be avoided as much as possible.

d) Facilities: Non-academic as well as academic facilities for teacher education are often in need of improvement. Many existing learning resource centres are poorly equipped and poorly managed. Some countries feel the need for better management of these learning resource centres and for more relevant books, equipment and other learning materials to be added.

e) Models, learning-teaching strategies and content: Most countries still prefer the existing models of in-service training, provided that more stress is given towards participant-active learning, i.e., the activities of in-service training programmes are expected to be geared toward the workshop type, where the participants are provided with more opportunities for practice teaching, laboratory work, material development, discussions and critical thinking. The lecture-type exposure can still be used for certain purposes, but experience indicates that it should be kept to the minimum. It is also believed that content and learning methods should be integrated. Finally, it is felt that the need for courses to assist teachers assuming new emerging roles should be kept under review.

Training of curriculum specialists

It is through curriculum that the goals and objectives of education systems of nations and communities are translated into educational programmes. Innovations in curriculum development have been a major trend in the Asian region during the past decade. In this endeavour, the curriculum specialist has a very special role to play. In the light of the socio-economic changes that are taking place in the region, the

skills required by a curriculum specialist have been summarized in Chapter Four. Here we discuss broadly the main elements that should characterize their training.

The training of curriculum specialists should include the following components:

Components	Emphasis
a) Pedagogy	Philosophical, cultural, social and psychological foundations of education
b) Content	Specialization in the related subject areas
c) Curriculum	Specialization in curriculum development
d) Planning and development	Exposure to planning and development; rural and urban sociology
e) Research and innovation	Foundations in educational research, evaluation and innovations
f) Administration and management	Orientation to administration and management

The training of curriculum specialists should follow a pattern that embraces all important functions of education such as curriculum work, supervision, research, administration and teaching as illustrated above. Throughout their training, through in-service programmes, curriculum specialists should be required to relate theory to practice through the actual development of curriculum statements and implementation methods. This training should be extended in the form of an internship complemented with conference and seminar sessions with experienced specialists.

A requirement of the curriculum specialist's training should be to participate in community activities to gain a keen awareness of the need to relate curricula to the needs of the community.

From time to time, the practising curriculum specialist should be required to engage in renewal activities such as participation in conferences and seminars.

Training of supervisory personnel

The importance of the quality of personnel who work in the field of education to the success of educational activities is no longer considered to be problematic. Current drives in various countries to improve the level of pre-service training of teachers, to reduce the number of under-qualified teachers and to provide in-service training in relation to socio-economic changes taking place, require the skills of trained personnel as supervisors. Until recently, this category of personnel was frequently overlooked in moves toward requiring more soecialized preparation for the performance of particular functions.

New personnel profiles

The following recommendations are intended to guide systems in the review of the need for supervisory personnel and in their recruitment and training.

- The administrative structures of educational systems at national, state and local levels should be reviewed periodically in the light of emerging education policy and needs.
- Supervisors' roles should be analysed critically, and reasonable expectations should be formulated for specific roles at various levels.
- Re-definition of supervisory functions should include the addition and deletion of roles and positions in response to the changing needs of the system and socio-economic changes.
- Realistic standards for the number of supervisory personnel at various levels and in various geographic areas of an educational system should be established.
- Educational systems at the national, state and local levels should undertake a comprehensive review of their policies on the recruitment, selection, training, placement and development of supervisory personnel in response to change in socio-economic development.
- Criteria presently used for selecting supervisors should be tested for validity. Attempts should be made to define different and perhaps more valid indicators of desired future performance.
- The certification of supervisors should be considered as one method for raising the level of professional preparation of supervisors.
- Education authorities at all levels should give high priority to the development of in-service training programmes for supervisory personnel.
- Responsibility for the determination of policies and programmes, and for the co-ordination of training efforts, should be assigned to a specific office or unit at each administrative level which has an involvement in supervisors' training.
- Training programmes for supervisors should be related to the system in which they will operate, the specific functions to be performed and the level in the system at which these will be performed.
- Those who have responsibility for training programmes should give specific attention to the evaluation of the total programme and to specific aspects such as content and instructional methods.
- International co-operation in supervisors' training and in the development of supervision studies in education should be continued and expanded where possible.

Training of higher education teachers

The objective of higher education is to produce high-level manpower for every walk of national life. The need for continuing advanced education is increasing due to rapid advances in knowledge and changes in socio-economic conditions. In addition to satisfying present-day needs, higher education has also to help in giving direction and impetus to future progress of the society. It is the stage which is primarily responsible for the advancement of knowledge to be able to solve practical problems arising out of economic development. Recent scientific and technological developments require all teachers to deepen and broaden their knowledge. Still, a university teacher should not think of himself or herself as the prime source of knowledge, but as an organizer of learning and a resource mobilizer.

The new roles visualize the higher education teacher as a scholar having aptitude for research and guidance, devoted to the profession, and an improviser, facilitator and a manager of learning. He or she should also have the knowledge and practical skill to use hardware which is increasingly being made available to such institutions through advances in educational technology. If higher education is to meet the demands of our time and of the coming decades, then programmes of continuing education for the teachers of the universities and colleges have to be launched.

Continuing education should not only permit professional updating, but should ensure the necessary professional mobility by preparing higher education personnel to assume new roles, functions and responsibilities. Rapid changes are taking place in all aspects of community life, also affecting the role and functions of university and college teachers. Therefore, it is essential that such teachers be sensitized to these changes. Hence the programme of continuing education should be closely related to new roles and functions. This programme should also be able to prepare the higher education teacher to meet appropriate demands by the community in relation to educational developments.

From the point of view of curriculum development, the higher education teacher should be familiar with the latest techniques of curriculum development.

Programme for continuing education

The continuing education programmes can be divided into two parts, short-term, and long-term.

Some of the topics which should be studied, in both the short- and long-term programmes, in order to prepare the higher education teacher to be able to assume the new and additional responsibilities are:

- Curriculum development and its evaluation
- Assessment procedures
- Community education

New personnel profiles

- Counselling and guidance
- Social welfare programmes
- Utilization of educational technology
- Awareness of the requirements of the vocational skills
- Co-ordination with other institutions and organizations
- Teaching/learning styles and methods
- Research techniques and methodologies
- Community and resource mobilization.

a) Short-term programmes

i) Refresher courses

Universities could provide internally by courses for staff to update their knowledge in their field of specialization, and at the same time enable them to become familiar with modern approaches to teaching and learning of adults. In some countries, special units have been developed in universities and colleges for research and teaching in higher education and their advisory services are available to departments and individual staff members.

ii) Workshops

Universities may undertake periodic workshops to discuss such relevant matters as curriculum development, community education, utilization of educational technology, knowledge of vocational skills, and community and resource mobilization.

iii) Conferences

Universities may hold internal or shared conferences to focus attention of teachers on contemporary socio-economic conditions relevant to their work, such as the effects of changes in socio-economic conditions and in old values and traditions.

iv) Training courses

Universities may consider mounting courses in specific areas, relevant to fostering student learning, such as:

(a) audio-visual education;

(b) guidance and counselling;

(c) programmed learning;

(d) development of self-learning tools; and

(e) educational evaluation

Each of the above activities may be a function of the higher education teaching units already mentioned. Some institutions in the region mount programmes of the above types for faculty joining the institution for the first time.

v) Correspondence courses

Where they exist, open universities or non-formal institutions could provide correspondence courses to higher education teachers in some of the areas mentioned in item iv.

vi) Vacation courses

A university or group of universities or an appropriate co-ordinating authority could initiate 'summer courses' for teachers in order to apprise them of the latest developments in the developing and developed countries.

b) Long-term programmes

i) An academy or institution could be established to provide programmes for the continuing education of college and university teachers. A committee of experts could establish selection criteria for the selection of young, talented higher education teachers in selected and important subjects like economics, engineering, basic sciences, mathematics, statistics and agriculture, to attend such programmes. Higher education teachers attending such programmes might be given some financial incentive for doing so. The teachers selected would undergo a comprehensive training programme for a period of from one to two years. During their stay, they would be required to comprehend the latest skills and techniques of teaching and learning. They would also be attached to appropriate research organizations and to social welfare organizations in order to get acquainted with their mode of work. They would be required to teach in developed as well as undeveloped areas. They would also be given the opportunity to teach at social welfare and rural community centres. After their stay at the academy/institute,they could be awarded a special degree or certificate and be considered for promotion to higher grade in their universities.

ii) In most of the developing countries, the talented and capable graduating students enter the professions such as engineering or mdeicine whereas less capable students tend to remain in universities for master's degree programmes or join the university staff - thus affecting the quality and standard of education. A programme to attract the most talented students to the higher education teaching profession could be initiated at the under-graduate level. Handsome scholarships and opportunity of admission to the institutions of national repute could be offered as incentives to the most able students. These students could also be offered better boarding and lodging facilities. After successful completion of their bachelor's degree programme, such students could be admitted to different universities/ centres of excellence in the subjects of their choice in appropriate masters programmes. After completion of the masters degree, they could be appointed directly as lecturers/research scholars, as the case may be.

Higher education teachers recruited in this way would again be brought to the academy/institute, at a later stage, for further training, for a period of one or more years. The training components of the in-service programme would cover only those major areas which have been or may be identified as weaknesses on the part of the particular teacher during the course of early teaching experience. Through such a programme, the developing countries would have a pool of talented teachers and research scholars, with no bias, ready to undertake the difficult tasks lying ahead. An alternative to this procedure, adopted in at least one country in the region, is the provision of courses (usually taken part-time by a staff member while teaching) leading to a diploma in higher education.

Community participation

In a country of the region, rural service for a specified period has been made compulsory for officials and higher education teachers. This has provided an opportunity to university and college teachers to become aware of the socio-economic changes taking place in the rural community, thus enabling them to be more purposeful and meaningful while imparting knowledge to their students. A congenial atmosphere, both in the institutions of higher learning and in the community, has in this way been created.

Training of higher education administrators

Administrators form an inseparable component of any institution, more definitely for higher institutions of learning. In fact, success or failure of any plan or project, whether it is at the lower or higher level of education, depends largely on how effectively it is ultimately executed; administrators are primarily responsible for it.

With growing changes in the socio-economic condition of a country, there is greater expectation of the society from the universities, because it is they which are expected, to supply highly trained manpower. It is therefore, imperative that the administrative machinery improve substantially in parallel.

An institution of higher learning has three components; students, teachers and administrative and other staff. The last category comprises an executive head (Vice-chancellor, Rector, Principal or whatever he may be called) with other supporting staff. Administrators must be conscious of the purpose and needs of the institution as a whole (particularly the needs of students and teachers) and must be aware of an receptive to the changes that are taking place around them.

Concern with the training of educational administrators has been traditionally, confined to school administrators. With the increasing emphasis on higher education to cope with the growing needs and aspirations of the society, however, the training of higher education administrators becomes increasingly important. For this purpose, higher education administrators may be classified into two major groups:

a) Top-level administrators (Vice-chancellors, Principals, Rectors, etc.)

b) Middle- and lower-level supporting staff.

Within universities and similar institutions, the suggestion that top-level administrators undergo a regular programme of formal administrative training does not seem to be practicable. At the same time, it cannot be claimed that these persons know everything about administration or that they are even highly efficient administrators. Some suggested methods for enhancing the knowledge and experience of these persons are indicated below:

- holding of discussion meetings and seminars among persons of similar categories within the country, or within the region;
- attending similar meetings and conferences outside the country so that through discussion and contact they can improve their understanding of the problem of their own institution and of their country; and
- because institutions of higher education supply trained manpower for society, these people should come into close contact with persons (particularly senior administrators) from all walks of life.

For category (b) personnel, it may be desirable to establish National Institutes for Educational Administrators or Planners as are now in existence in some countries of the region. Personnel in this category may be given both in-service and pre-service training (but mainly in-service). Suggested training components would be, among others:

- techniques of planning and of monitoring performance
- financing patterns of the universities or similar institutions
- collection and analysis of statistical data
- budgeting patterns
- impact of technological developments on society and the resultant need for improvement of administrative techniques
- community developments that are taking place around them.

Finally, since such administrators have also to deal with students and teachers, they should have an intensive training in human relations and in understanding adolescent and adult behaviour.

Chapter Six

MONITORING AND EVALUATION OF EDUCATIONAL CHANGES AND PROGRAMMES

A general complaint against the education system is that it lags behind social and economic changes with the result that many of the structures and processes become dysfunctional to the requirements of the day. Although this may also be true of other social activities, to bring about immediate change in response to social and economic development is particularly difficult in education. For one thing, education deals with human beings, who cannot be moved about like chess pieces. For instance, it is not always possible to make people change direction after they have prepared themselves for certain goals. For another, educational activities have a long gestation period: steps taken today show their results after a fairly long time. Meanwhile, changes take place which had not been foreseen.

Another major difficulty in making ready and adequate response to change is the difficulty of ensuring that individuals who are expected to modify their behaviours will respond to new directions in the same way as the planners and administrators want them to respond. The perceptions of individuals and institutions, who enjoy considerable autonomy may well be at variance with those of the authorities who make educational policies and take decisions regarding the means to implement them. This is particularly true of the countries where the state has limited authority to coerce people to make choices in desired directions.

While the constraints within which educational decisions have to be made are important, it is nevertheless necessary to develop suitable mechanisms to monitor change, identify its nature and think of the responses that are required. If nothing else this would provide useful and relevant information for rational decision making which, in many cases, is based on the intuitive judgement of a relatively few people rather than on empirical data.

In the total scheme of monitoring and evaluation, the important gaps at the pre-planning level were identified to be the mechanisms for interdisciplinary and long-range research for the creation of a knowledge base for policies and tools and checklists on the basis of which policy proposals and programme could be evaluated in regard to their impact on society and educational systems. The involvement of teachers, students and communities in the generation of ideas and in monitoring and evaluation during various phases of educational change is another area of relative neglect. The meeting noted that important steps have been taken in the recent past in both these areas of concern.

The nature of monitoring and evaluative mechanisms will depend significantly on the social and political setting of the respective countries. For instance, where authority for decision making is

dispersed, one would have to think of developing monitoring structures at levels where the authority to make decisions rests. It is difficult, however, to specify mechanisms which will suit all socio-political conditions and nations clearly have to make their own choices. As a general principle, however, it would seem necessary that those who are expected to implement change take part in monitoring and evaluation exercises as well as in making decisions.

In some countries, agencies for long-range planning and evaluation of educational systems have emerged as semi-autonomous bodies outside the education system. They have been provided with research staff support. A particularly striking development is the creation of inter-agency research on educational problems in view of the changes in society and educational systems in the overall social context - including its international dimension. This effort is in many countries still in the planning or early formative stages. The seminar could therefore, only recognize that such a co-ordinated concept represents a refreshing development in the region and that the experiences of the different structures, methods and outcomes of such efforts would be an important force toward inter-country projects which could be initiated under APEID in the near future.

Basically, monitoring and evaluation involves the gathering of information and its systematic analysis and interpretation so that policy makers, planners and implementors are able to discern progress-effectiveness of the policies and programmes being carried out. The information gathered will have to be specific for the use of a particular target group rather than being general in scope. It should be of a predictive nature showing trends so as to help policy and programme formulation.

There is considerable variation in methods and mechanisms that have been developed for monitoring and evaluating socio-economic changes relevant to education in the region. In some countries high-level central agencies have been established with the responsibility of monitoring and evaluating all aspects of socio-economic change for policy making and planning purposes. Such agencies are normally located close to the Prime Minister's office. A corps of specialists with various skills, including expertise in collecting, analyzing and predicting data, are generally engaged in these agencies. In some countries, institutions of higher learning are involved for assisting the central agency in supplying the input of socio-economic data.

The central agency also collects data from all governmental agencies at various level and from private-sector establishments. The data collected from these sources are analysed, coded and interpreted. Relevant data on socio-economic trends and projections prepared by the central agency are then transmitted to departments or agencies engaged in planning for their guidance. A special skill required for this job is that of interpreting socio-economic data at various levels and relating them to educational requirements. Data of this nature are in constant change. New information and new interpretations are always forthcoming. It is therefore necessary to incorporate a mechanism within the agency itself to revise, on a continuing basis data.

Data collected by the central agency are not only quantitative in nature, but also qualitative in that they show trends and projections of certain phenomena and have thereby a predictive value.

The following two diagrams attempt to show the various process involved and means needed for policy formulation, planning of programmes and monitoring and evaluation of educational programmes linked to socio-economic changes. These diagrams, although based on some of the actual models being used in some countries, also try to show, through dotted boxes, the aspects which have so far been neglected and need to be built into a mechanism for policy formulation, planning, monitoring and evaluation of educational programmes. Of particular concern is the lack of research base which could help in formulation of meaningful policies and the element of technical planning preceding programme implementation. It is at the technical planning stage that the roles and new profiles of educational personnel should be defined.

While in most countries monitoring and evaluation mechanisms exist, the evaluation systems do not usually have much improvement value since evaluation often comes too late; i.e., either during or after the introduction of a change. Evaluation could increase its improvement value if it permeated all the stages involved in the process of instituting change; namely, pre-planning, planning, implementation and assimilation. At the pre-planning,stage, which subsumes policy making, evaluation would involve an analysis of the environment in which policy formulation takes place. Such an environmental analysis would uncover constraints which would tend to hobble the implementation of planned change and thus contribute to the formulation of a more realistic policy. During the planning stage, continuing evaluation provides feedback that is useful for making plans realistic and practicable. It also provides 'feed-forward' which may indicate the need for a revision of goals, inputs, processes and outputs. The evaluation process should extend far beyond the completion of the project or programme intended to introduce a change. Thus, it must be extended to the assimilation stage which often does not benefit from evaluation.

If any evaluative agency is to be effective, there need to be personnel with specialized skills to do this job. These people must be not only academically and professionally competent in their respective areas, but also sensitive to political, social and cultural conditions prevailing in the society. They must have the ability to view these changes in economic, social and political terms. Only when an agency acquires a certain minimum level of sophistication and expertise would it be able to initiate policies which are relevant, practical, beneficial and responsive, not only to the existing conditions but also to the possible changes and directions a country's socio-economic life may take.

In several countries the system of collecting, compiling, analysing and disseminating educational data is quite elaborate. In one country, for instance, educational statistics are collected annually on a census basis from various types of educational and training institutions. The quality of such statistics, considering that the number of institutions involved is large, that the staff resources involved in information gathering are inadequate either in expertise or in number and that the

Diagram I. Policy and Programme Planning

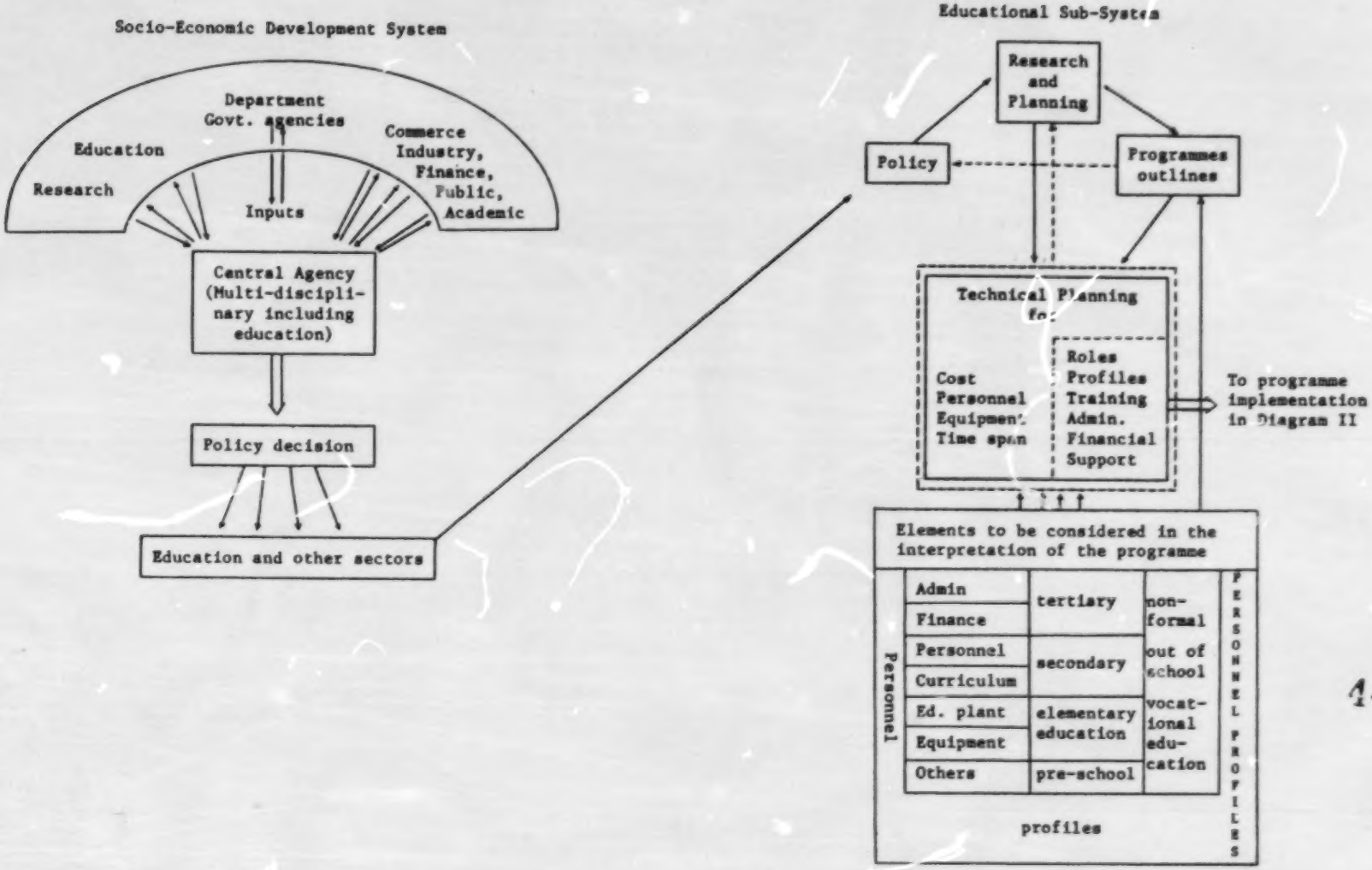


Diagram II. Implementing, Monitoring and Evaluation

Means and Ways

Channel of monitoring and evaluation

Research: 1. Central level (over all)
2. School level (specific)

Formal Ministry of Education

Inspection - Inspection advice - report

Teachers' Colleges - Trainees teachers report

Survey Method - State district school level

Public opinion (express)

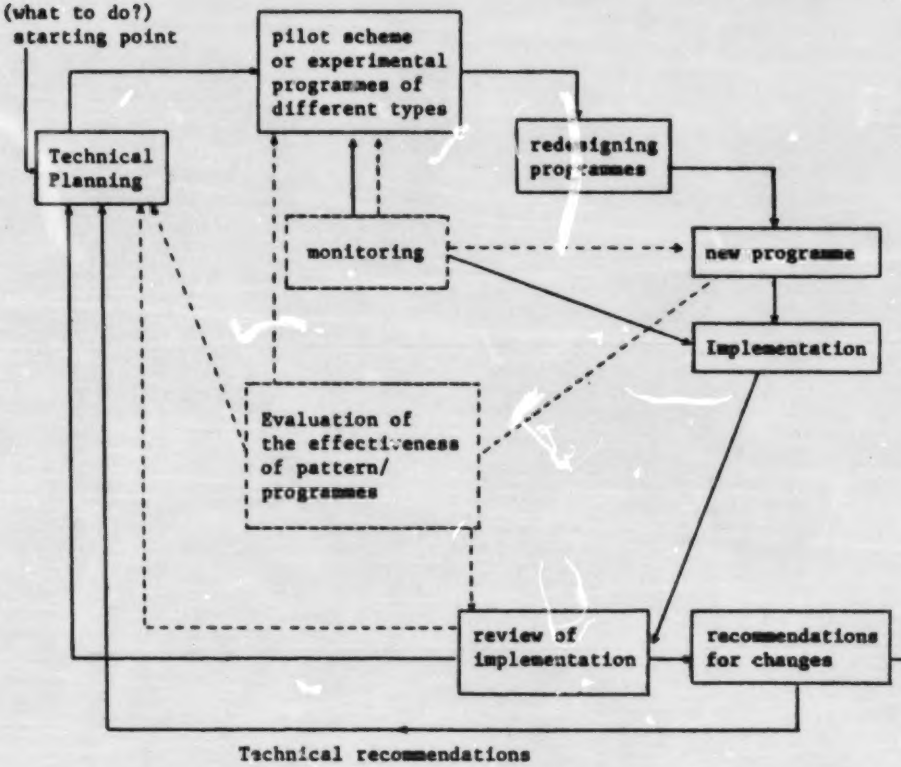
Parent - teacher Association

Informal

Teachers and Professional unions

Academic, research papers, etc.

Process



When?

Where?

Who?

I. Teachers directly involved in the programme implementation (schools)

II. Specialists/ Experts

Department/ TTC/Universities

Back to central agency for major policy changes if needed.

Monitoring and evaluation

mechanism of sample checking is yet not fully developed, leaves much to be desired. There is also considerable time lag between the collection of statistics and their eventual publication, thus preventing planners and administrators from being able to use them.

Although not always justified, computerization of educational information has obvious advantages. There is, therefore, need to consider the levels at which and tasks for which computer facilities should be provided.

Surveys are an important method of providing information which is useful for policy and programme formulation. So are specific research studies. In most countries, national-level organizations have been established to undertake surveys and conduct research studies. Similarly, universities and other institutions of higher learning help to support research activity by their faculty and students. The findings from these surveys and research studies often provide information which is useful for policy and programme formulation. There is need to augment support for such activities.

Normally, findings of monitoring and evaluation studies should be available at levels, and to agencies, where policies are decided upon and programmes formulated. This may require the development of suitable monitoring mechanisms at different levels where administrative authority rests or with agencies in charge of educational activity. No universally relevant or applicable recommendation can be made in this regard. The decision regarding the points at which these mechanisms can be developed will rest with governments.

There is need to establish a suitable abstraction and documentation service. Data may flow from various sources. Many of them are of a type which, unless suitably analysed, can not be put to any meaningful use. Specialist agencies are therefore required to continuously cull useful information from various sources.

Educational decisions made are of varying character, Although difficult to categorize, decisions may either deal with overall policies or be concerned with programmes. Policy decisions are generally taken at a sufficiently high level. The programme-related decisions, on the other hand, are taken almost at every level, in the central education department, in the education departments of the provinces, at district levels and by schools. To make decision-making rational at various levels, it would be necessary to expose personnel involved to co-techniques of monitoring and evaluation. The training provided need not be elaborate. The basic objective should be to develop among the people involved sensitivity to the developments that take place within and outside the system. Exposure to simple tools used in monitoring and evaluation would help them to undertake simple analyses of the situation.

It was felt that the democratization of education and the need for ensuring that rapid change does not alienate people make it absolutely necessary that the beneficiaries of change be also the agents of change. It was agreed that ad hoc efforts to involve the teachers in the process of change, such as curriculum development,

have not yielded fruitful results unless the involvement was pre-planned. That involvement is necessary - and should be made possible - was clear from the fact that new development strategies require the involvement of rural communities in the planning, implementation and evaluation processes of local education. Several countries have already made headway in decentralizing the learning process and relating curricula to the local needs and conditions. These changes are both necessary for, and dependent on, the involvement of teachers in the process of curriculum change at all levels.

Annex I

AGENDA

1. Inaugural session.

2. Consideration of the agenda.

3. Review and analysis of national studies.

4. Presentation of country experiences and plans.

5. Analysis of the characteristics of socio-economic, cultural and other changes, both planned and unplanned, as foreseen in different countries and which have implications for education.

6. Analysis of changes in educational system.

7. Existing and proposed mechanism and techniques.

8. Consideration of the group reports.

9. Consideration and adoption of the Report.

ANNEX II

LIST OF PARTICIPANTS AND OBSERVERS

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New personnel profiles

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Mr. A. Salinas
Administrative Officer

ANNEX III

COMPOSITION OF THE GROUPS

Group I: New profiles of teachers and their training

Dr. Minda C. Sutaria	(Philippines)
Mr. Sah Myung Hong	(Republic of Korea)
Dr. M.F. Baradja	(Indonesia)
Mr. Masatoshi Ono	(Japan)
Dr. H.K. Paik	(ACEID, Unesco)

Group II: New profiles of personnel concerned with education excluding teachers but including university teachers

Professor K.A. Latif	(Bangladesh)
Mr. Saeed Ullah Shah	(Pakistan)
Dr. J.G. Bandawal	(Afghanistan)
Dr. Prem Kumar Kasaju	(Nepal)
Dr. M.C. Pant	(ACEID, Unesco)

Group III: Monitoring and evaluation mechanisms and processes

Tan Sri Dato' Haji Murad bin Mohd. Noor	(Malaysia)
Dr. Dang Xuan Hoai	(Socialist Republic of Viet Nam)
Dr. Abdul Mozafar Baghai	(Islamic Republic of Iran)
Dr. Charoon Milindra	(Thailand)
Dr. A. Latif	(ACEID, Unesco)

Rapporteurs

Professor E. Scott	(Australia)
Dr. T.N. Dhar	(India)

ANNEX IV

LIST OF DOCUMENTS

Information Documents

ROEAO-80/APEID-NPPSES/INF.1	- General Information Paper
ROEAO-80/APEID-NPPSES/INF.2	- List of Participants

Working Documents

ROEAO-80/APEID-NPPSES/1	- Agenda
ROEAO-80/APEID-NPPSES/2	- Annotated Agenda
ROEAO-80/APEID-NPPSES/3	- Provisional Schedule of Work
ROEAO-80/APEID-NPPSES/4	- Study Memorandum
ROEAO-80/APEID-NPPSES/5	- New Personnel Profiles in Relation to Changes in Society and Educational System, India by Dr. T.N. Dhar
ROEAO-80/APEID-NPPSES/6	- Education Personnel Profiles by Dr. Prem Kumar Kasaju
ROEAO-80/APEID-NPPSES/7	- New Personnel Profiles in Relation to Changes in Society and the Educational System, Philippines by Dr. Minda C. Sutaria
ROEAO-80/APEID-NPPSES/8	- The Profiles of Teachers in Social Change by Dr. Yung Dug Lee
ROEAO-80/APEID-NPPSES/9	- New Personnel Profiles in Relation to Changes in Society and Educational System - the Australian scene, a special paper by Professor E. Scott
ROEAO-80/APEID-NPPSES/10	- Discussion Papers
on Afghanistan	- Dr. J.G. Bandawal
on Bangladesh	- Professor K.A. Latif
on Indonesia	- Dr. M.F. Baradja
on Japan	- Mr. Masatoshi Ono
on Socialist Republic of Viet Nam	- Dr. Dang Xuan Hoai
on Thailand	- Dr. Charoon Milindra
ROEAO-80/APEID-NPPSES/11	- Changing Global Scenarios: Implications for Education by Dr. Ranganath Bharadwaj
ROEAO-80/APEID-NPPSES/12	- A statement on New Personnel Profiles by Dr. Vichi Tunsiri

ANNEX V

Inaugural Address
by H.E. Dr. Kaw Swasdi Panich
Ministry of Education
Government of Thailand

Distinguished participants and observers,

Ladies and Gentlemen,

It is a great pleasure for me to be with you today at the opening of this important seminar on New Personnel Profiles in Relation to Changes in Society and Educational System.

I am very pleased that Unesco has undertaken a number of studies of existing and future trends in the development of education in the context of our present changing world, in order to identify possible changing style and priorities for future international co-operation in the field of education. I am particularly happy that within the framework of this study, the Unesco Regional Office for Education in Asia and Oceania is convening a regional workshop bringing together from 17 countries in our region the planners, teacher educators, and other important educational personnel to review and analyse at this forum the changes which have been and are taking place both in the socio-cultural context and in the educational systems, and to suggest alternative structures and strategies for the preparation of new profiles of educators to better meet new demands of the future society.

You may recall that, at the last Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia and Oceania, which is shortly known as MINEDASO IV, a number of recommendations were made inviting attention to the changing conception of development as well as of education; and stressing the urgent need for a broader interpretation of education's roles and functions in the modern world. I am gratified to have learned that all these recommendations will be taken into consideration again at this workshop together with critical analysis and national studies and experiences undertaken by the participants from the region, before suggestions could be formulated on alternative mechanism and techniques for preparing new profiles of educational personnel in Asia and Oceania.

Ladies and gentlemen, as planners and educators, I am sure you will agree with me that the new role and functions of education and educational personnel are the key to the world's future. But how can education help a society learn to cope with the new problems and demands such as energy crisis and environment conditions? How can educators themselves learn to "read" the world's new trends and changes? How can educational

personnel prepare themselves for the pressures of a society undergoing constant transition? These are some of the basic questions that remain to be answered, and reanswered in the years to come. The answers ladies and gentlemen, must be sought from the national and regional experiences first before conscious international co-operation in education could be planned and achieved.

May I at this point, express my hope and confidence that the study on this issue undertaken in the region of Asia and Oceania will prove to be a useful exercise and will be able to positively contribute to a new dimension of co-operation in this decade.

May I also wish all of you a pleasant stay in Bangkok and every success in your deliberations.

Thank you.

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA

APEID PUBLICATIONS RELATED TO TEACHER EDUCATION
UNESCO, P. Box 1425, Bangkok G.P.O., Bangkok, Thailand

1. Alternative structures and methods in teacher education, 1975 *
2. Teacher education and curriculum for development 1975 *
3. Continuing education for teacher educators - advanced-level workshops, 1976 *
4. Exploring new directions in teacher education (Teacher Education 1) 1976 *
5. In-service training of teachers in Sri Lanka (IBE/ACEID series), 1976
6. Exploring new directions in teacher education: re-orienting teacher education for rural development (Teacher Education 2) 1977
7. Preparing teachers for education in rural development - a handbook, 1977
8. Continuing education for teacher educators - advanced-level workshops, 1978
9. Continuing education for teacher educators: handbook of suggestions for organizing advanced-level workshops, 1978
10. Developing instructional modules for teacher education: a handbook, 1978
11. Developing instructional modules for teacher education: selected exemplar modules, 1978
12. Continuing education for teacher educators: identified needs and plans for national workshops, 1979
13. Policy studies in Asia - the training of educational personnel: India, Nepal, Pakistan, Philippines, Tahiland, 1979
14. Teacher education: directions of change, 1979
15. Universalizing education: selected innovative experiences - New techniques for preparing educational personnel, 1979
16. Universalizing education: strategies for development and use of instructional materials, 1979
17. Designing instructional materials for general education and teacher training: a portfolio of ex periences in Asia and Oceania, 1980

* Out of stock

The ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT (APEID), initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May-June 1971, Singapore) and the authorization of the General Conference of UNESCO at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this prupose with APEID.

The 19 countries in Asia nad Oceania participating in APEID are: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Republic of Maldives, Singapore, Socialist Republic of View Nam, Sri Lanka, and Thailand.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the UNESCO Regional Office for education in Asia and Oceania in Bangkok to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The aims of APEID are:

--to stimulate efforst of the Member States to improve the quality of life of the people through creating and strengthening national capabilities for the development and implementation of innovations in education, both formal and non-formal;

--to encourage the Member States to make all groups (students, teachers, parents, village and community leaders, administrative personnel and policy makers) aware of the need for relevant changes in education (both formal and non-formal) as an essential pre-requisite for the improvement of the quality of live of the people;

--to promote understanding and appreciation of the differences in educational practices and approaches of the Member States, and thereby contribute to international understanding and the creation of a new international economic order.